



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

# **CCSS Implementation**

## **Instructional Leadership in the Era of Common Core State Standards**

A collaborative presentation by

Office of Teacher Effectiveness  
Office of Leader Effectiveness

# Agenda

- Get the Big Picture
- Mathematics
  - Understanding the New Standards
  - Identifying Key Shifts
- English Language Arts
  - Understanding the New Standards
  - Identifying Key Shifts
- Literacy
- SCDE Professional Development Model and Resources
- What Can You Do Now?



**Get the Big Picture**



# Background

- A state-led effort to establish consistent and clear education standards for English language arts and mathematics so students will be prepared for success in today's world
- Launched in 2009 by state leaders through the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center)

# Why is this Initiative important?

- Currently, every state has its own set of academic standards, meaning public education students in each state are learning to different levels.
- All students must be prepared to compete not only with their peers in the next state, but with students from around the world.

# Standards Development Process

- College and career readiness standards were developed - Summer 2009
- Based on the college and career readiness standards, K-12 learning progressions were developed
- Multiple rounds of feedback from states, teachers, researchers, higher education, and the general public
- Final Common Core State Standards were released in June, 2010

# South Carolina's Adoption of the CCSS

- State adoption was voluntary.
- On July 14, 2010, South Carolina became one of the then thirty-nine states and the District of Columbia to adopt the Common Core State Standards.
- Currently, 45 states have adopted these standards.



## Findings from the Comparative Review Process...

- Overall content alignment was high
- Cognitive levels met or exceeded current South Carolina Academic Standards
- An external alignment and review was also conducted



# Timeline for the Implementation of the Common Core State Standards in South Carolina

2010-11	Planning, Awareness, and Alignment
2011-12	Transition and Professional Development
2012-13	Transition and Professional Developmen
2013-14	Implementation (Bridge Year)
2014-15	Full Implementation

# NOT Defined by CCSS

- How teachers should teach
- All that can or should be taught
- The nature of advanced work beyond the core
- The interventions needed for students well below grade level
- The full range of support for English language learners and students with special needs
- Everything needed to be college and career ready

# Standards...Important but insufficient

To be effective\* in improving education and getting all students ready for college, workforce training, and life, CCSS must be partnered with a content-rich curriculum and robust assessments, both aligned to the standards.

\*Measured by increased student achievement.

# Benefits of the CCSS

The Common Core State Standards Initiative (CCSSI) is a state-led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).

- **Preparation:** The standards are college-or- career ready.
- **Competition:** The standards are internationally benchmarked.
- **Equity:** The expectations of the standards are consistent for all and not dependent on a student's zip code.
- **Clarity:** The standards are focused, coherent, and clear.
- **Collaboration:** The standards create a foundation to work collaboratively across states and districts.

# Assessment

- CCSS Support Site
  - February Archived Live Events
  - March Archived Live Events
- [www.smarterbalanced.org](http://www.smarterbalanced.org)



# Mathematics

Understanding the New Standards  
Identifying Key Shifts



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

# **South Carolina Department of Education**

## **Administrator' Role in Implementing the Common Core State Standards for Mathematics**

**A collaborative presentation:**  
**Office of Teacher Effectiveness**  
**Office of Leader Effectiveness**

# ***Purpose for Today's Session***

- **Informational Update**
- **Provide Overview:**
  - Organization of Document**
  - Content Shifts**
  - Instructional Shifts**
- **Examine Administrator's Role Related to Implementation**
- **Discuss How Today's Experience Supports Beginning Implementation**

# **Where are SC districts with regard to transition to the Common Core State Standards for Mathematics?**

- ⇒ Started 2010 - 2011 with a grade(s) or concept(s) -- 10%**
- ⇒ Started 2011-2012 with a grade(s) or concept(s) -- 40%**
- ⇒ Still in the planning stage -- 51%**

# Organization - K-8 Focus Page

## Mathematics | Grade 5

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

# Organization - Overview Page

## Grade 5 Overview

### Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

### Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

### Number and Operations—Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

# Organization – Standards Pages

Domain

Cluster Headings

## Operations and Algebraic Thinking

5.OA

### Write and interpret numerical expressions.

1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as  $2 \times (8 + 7)$ . Recognize that  $3 \times (18932 + 921)$  is three times as large as  $18932 + 921$ , without having to calculate the indicated sum or product.*

Standards

### Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

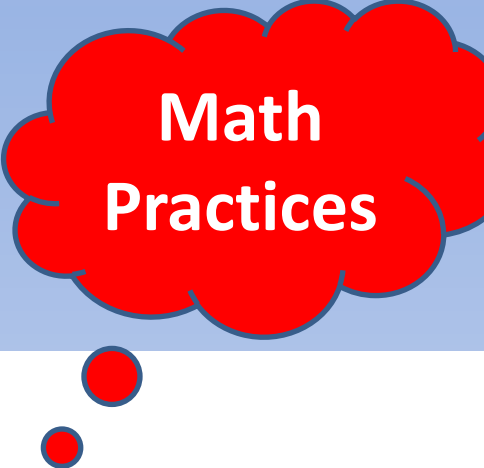
## Number and Operations in Base Ten

5.NBT

### Understand the place value system.

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and  $\frac{1}{10}$  of what it represents in the place to its left.

# Organization - Overview Page



## Math Practices

## Grade 5 Overview

### Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

### Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

### Number and Operations—Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
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5. Use appropriate tools strategically.
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7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

# Organization of Standards



**Domains  
(Strands)**

**United States**

**Cluster Headings  
(Standards)**

**South Carolina**

**Standards  
(Indicators)**

**Columbia**

Drilling Down

# Organization – Broad to Specific



Critical/Focus Areas  
Domains  
Cluster Headings  
Standards

# High School Conceptual Themes

- **Number and Quantity**
- **Algebra**
- **Functions**
- **Modeling**
- **Geometry**
- **Statistics and Probability**

# Organization – 9-12 “Information” Page

## Mathematics | High School—Algebra

**Expressions.** An expression is a record of a computation with numbers, symbols that represent numbers, arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function. Conventions about the use of parentheses and the order of operations assure that each expression is unambiguous. Creating an expression that describes a computation involving a general quantity requires the ability to express the computation in general terms, abstracting from specific instances.

Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning. For example,  $p + 0.05p$  can be interpreted as the addition of a 5% tax to a price  $p$ . Rewriting  $p + 0.05p$  as  $1.05p$  shows that adding a tax is the same as multiplying the price by a constant factor.

Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation. At times, an expression is the result of applying operations to simpler expressions. For example,  $p + 0.05p$  is the sum of the simpler expressions  $p$  and  $0.05p$ . Viewing an expression as the result of operation on simpler expressions can sometimes clarify its underlying structure.

A spreadsheet or a computer algebra system (CAS) can be used to experiment with algebraic expressions, perform complicated algebraic manipulations, and understand how algebraic manipulations behave.

**Equations and inequalities.** An equation is a statement of equality between two expressions, often viewed as a question asking for which values of the variables the



Not the Course

# Pathways Document – Appendix A

- A traditional approach with two algebra courses and a geometry course with data included in each
- An integrated approach, with three courses that each include number, algebra, geometry and data
- A “compacted” version of each pathway that begins in grade 7 and allows students to study college level courses in high school

# Traditional Pathway: Grades 9-12 Focus Page

## Traditional Pathway: High School Algebra I

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Critical Area 1:** By the end of eighth grade, students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. Now, students analyze and explain the process of solving an equation. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations.

**Critical Area 2:** In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

**Critical Area 3:** This unit builds upon students' prior experiences with data, providing students with more formal

# Algebra I – Course – Units Overview

Units	Includes Standard Clusters*	Mathematical Practice Standards
<b>Unit 1</b> Relationships Between Quantities and Reasoning with Equations	<ul style="list-style-type: none"> <li>Reason quantitatively and use units to solve problems.</li> <li>Interpret the structure of expressions.</li> <li>Create equations that describe numbers or relationships.</li> <li>Understand solving equations as a process of reasoning and explain the reasoning.</li> <li>Solve equations and inequalities in one variable.</li> </ul>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p><b>Reason abstractly and quantitatively.</b></p> <p><b>Construct viable arguments and critique the reasoning of others.</b></p> <p><b>Model with mathematics.</b></p>
<b>Unit 2</b> Linear and Exponential Relationships	<ul style="list-style-type: none"> <li>Extend the properties of exponents to rational exponents.</li> <li>Solve systems of equations.</li> <li>Represent and solve equations and inequalities graphically.</li> <li>Understand the concept of a function and use function notation.</li> <li>Interpret functions that arise in applications in terms of a context.</li> <li>Analyze functions using different representations.</li> <li>Build a function that models a relationship between two quantities.</li> <li>Build new functions from existing functions.</li> <li>Construct and compare linear, quadratic, and exponential models and solve problems.</li> <li>Interpret expressions for functions in terms of the</li> </ul>	

# Algebra I Course – Unit 1

Prior  
Knowledge

## Unit 1: Relationships Between Quantities and Reasoning with Equations

By the end of eighth grade students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. This unit builds on these earlier experiences by asking students to analyze and explain the process of solving an equation. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations. All of this work is grounded on understanding quantities and on relationships between them.

Unit 1: Relationships between Quantities and Reasoning with Equations	
Clusters with Instructional Notes	Common Core State Standards
SKILLS TO MAINTAIN	
<i>Reinforce understanding of the properties of integer exponents. The initial experience with exponential expressions, equations, and functions involves integer exponents and builds on this understanding.*</i>	
<ul style="list-style-type: none"><li>Reason quantitatively and use units to solve problems.</li></ul> <i>Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.</i>	<p>N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>N.Q.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<ul style="list-style-type: none"><li>Interpret the structure of expressions.</li></ul> <i>Limit to linear expressions and to</i>	<p>A.SSE.1 Interpret expressions that represent a quantity in terms of its context.*</p> <p>a. Interpret parts of an expression, such as terms, factors, and coef-</p>



**Content Shifts**

**Instructional Shifts**

**Compare:**

**Operations K-8**

**Algebra I**

**Talk to your neighbor -**

**What are your thoughts about  
the content shifts you observed?**

# Teacher's Reaction and Needed Support. . .

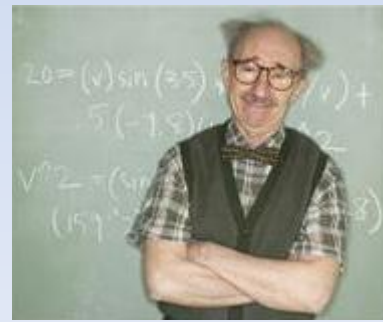


**How do you think teachers will (have been) react(ing) to the content shifts?**

**How can you support teachers as they make shifts in content?**

# Administrator's Primary Implementation Role

School leaders have a unique and essential role in the successful implementation of the Common Core State Standards – a role that goes beyond a knowledge of content shifts – a role which is grounded in identifying, promoting , and supporting instructional shifts – this is truly where the strength of school leadership impacts success.



# What are the instructional shifts as a result Of Common Core State Standards for Math?

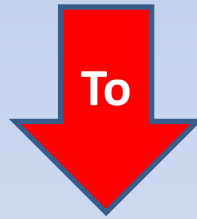
- **Focus**
- **Coherence**
- **Fluency**
- **Deep Understanding**
- **Applications**
- **Dual Intensity**



**What instructional shifts should I think about and look for in classrooms?**

**A change in mindset from**

**High School Completion**



**College and Career Readiness**

**What instructional shifts should I think about and look for in classrooms?**

**Focus on *Learning* Rather Than *Teaching***

***Share with a Neighbor:***

***What are your thoughts about what that means and how one focus might look in the classroom when compared to the other focus?***



# **What tools are available to help identify classrooms that focus on learning?**

- ✓ **Mathematical Practices**

  - Same wording for every grade K-12**

  - Phil Daro Video**

# **Who or what is the focus of the practices?**

- ✓ **Observation Tool**

**When using the Observation Tool. . .**

**Rather than looking solely at how well the teacher executed the lesson, pay attention to what the students actually say and do in order to understand the ideas they are grappling with.**

**Pay attention to how the teacher connects student thinking to the mathematical ideas of the lesson.**

# **After the Observation How Do You Acknowledge or Help Teachers Have a focus on learning?**



**Teachers who put a focus on learning as well as those who are needing or seeking to make such changes need administrators who can engage with them in meaningful discussions about what they observe in the classroom, from a stance of collaborative inquiry about children's mathematical thinking and how to best support its development.**

**Questions that support a teaching focus  
versus a focus on learning. . .**

**How do you think the lesson went?**

**What kinds of ideas do you think the students  
have about (insert any math concept)?**

**Would you change anything about the lesson?  
If so, what?**

**Questions that support a teaching focus  
versus a focus on learning. . .**

**What do you think you did well?**

**Having taught this lesson what have you  
learned about your students' understandings  
and misconceptions?**

**What mathematical ideas do you think the  
students in your class were grappling with in  
this lesson?**



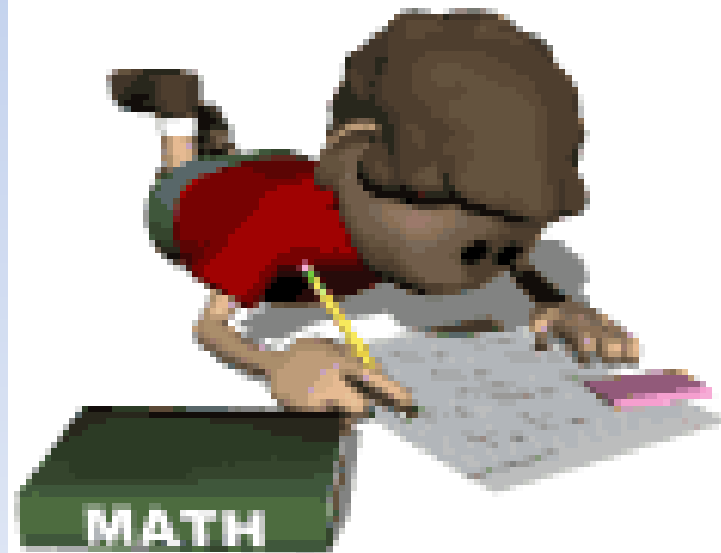
# **Transitioning from 2007 Standards To Common Core State Standards**

**Regardless of where your school/district is  
with regard to transition, how might you  
use today's information?**

# **My Contact Information**

**Mary L. Ruzga**

**[mruczga@ed.sc.gov](mailto:mruczga@ed.sc.gov)**



**Lunch**





# English Language Arts

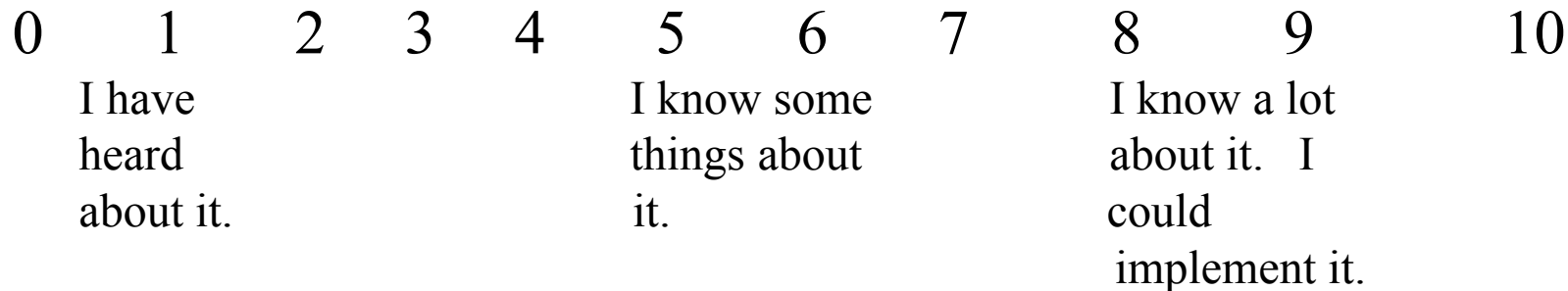
Understanding the New Standards  
Identifying Key Shifts



# Common Core State Standards for English Language Arts



# What's your level of knowledge about the CCSS for English Language Arts?





# Design and Organization

# The Standards are organized into three main sections:

## **Section One**

Standards for English Language Arts

**Grades K-5**

## **Section Two**

Standards for English Language Arts

Grades 6-12

## **Section Three**

Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Grades 6-12

## **Each section is divided into strands:**

Reading

Writing

Speaking and Listening

Language

# The Standards

- Individual grade levels in kindergarten through grade 8
- Two-year bands in grades 9-12
- Appendices A, B, and C
  - Appendix A – Supplemental Materials
  - Appendix B – Text Exemplars
  - Appendix C – Annotated Samples



# Key Design Considerations

College and Career Readiness (CCR)  
**Anchor Standards-** broader standards

**Grade-Specific Standards-** additional specificity  
for grade levels

The grade specific standards define what students should understand and be able to do by the end of each grade.



# **Common Core State Standards:**

College and Career Readiness(CCR)

Anchor Standards for Reading

(Literature, Informational, and Foundational Skills)

## **Key Ideas and Details**

Reading for meaning and interpreting text.

## **Craft and Structure**

Thinking about the acts and intentions of the author.

## **Integration of Knowledge and Ideas**

Being critically literate.

## **Range of Reading and Level of Text Complexity**

Reading widely and developing expertise across genres’.

# Grade-Level Standards in English Language Arts

## K-8, grade-by-grade

### 9-10 and 11-12 grade bands for high school

### Format highlights progression of standards across grades

Reading Standards for Literature K-5			RL
Grade 3 students:		Grade 4 students:	Grade 5 students:
Key Ideas and Details			
1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	4.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
6.	Distinguish their own point of view from that of the narrator or those of the characters.	6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Craft and Structure			
1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
2.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	2.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
3.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	3.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
4.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	4.	Describe how a narrator's or speaker's point of view influences how events are described.



# Instructional Implications

What instructional implications do you note from simply observing the design considerations and the organization of the document?

# Commonalities K-12

- A focus on results rather than means
- An integrated model of literacy
- Research and media skills blended into the Standards as a whole
- Shared responsibility for students' literacy development



# What are the implications for instruction as we transition to CCSS?

# Shift 1

Increase reading of informational text

More focus on literary nonfiction in 6-12

Elementary – at least 50%

Middle School – 55%

High School –70%



# Text Types

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience
Division of School Effectiveness			57

# Shift 2

## Text Complexity

### How do you define complex text?

The degree of challenge of a particular text; dependent upon the combinations and interactions **among several factors**.

Each grade level requires growth in text complexity  
(Appendix A, pp. 5-17).

*Students read the central, grade –appropriate text around which instruction is centered (see exemplars and sample tasks, Appendix B).*

# Rationale for Text Complexity

Goal of this standard: Students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and in careers.

There is a reported decline in high-school level texts (ACT, 2006); while at the same time, there is an increase in the text difficulty of college and career texts (Hayes & Ward, 1992; Milewski, Johnson, Glazer, & Kubota, 2005).

# Rationale for Text Complexity (Cont.)

Some educators claim that school texts have declined overall:

“The clear, alarming picture that emerges from the [extensive body of research]. . .is that while the reading demands of college, workforce training programs, and citizenship have held steady or risen over the past fifty years or so, K–12 texts have, if anything, become less demanding.”

ELA-CCSS, Appendix A, 2010, p. 2

*Note: See Appendix A, pp. 2–4, for specific research studies.*

# CCSS' Model of Text Complexity

## A Three-Part Model for Measuring Text Complexity

- Qualitative Dimensions
- Quantitative Dimensions
- Reader and Task Considerations



The Common Core Standards'  
Model of Text Complexity



# Qualitative Dimensions

- Levels of Meaning
- Structure
- Language Conventions and Clarity



# Quantitative Dimensions

- Word length or frequency
- Sentence length
- Text length
- Text cohesion



# Reader and Task Considerations

- Knowledge and Cognitive Demands
  - Life Experiences
  - Cultural and Literary Knowledge
  - Content and Discipline Knowledge
- Mode(s) of Response
  - Written
  - Oral
  - Graphic
- Purpose for Reading
- Degree of Scaffolding

# ENGAGEMENT

## Focus on Shift 2

### Staircase of Complexity

To prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase.”

Students read the grade-appropriate text around which instruction is centered. Teachers are patient, create more time and space for close, careful reading.

Teachers provide appropriate scaffolding and supports to meet students’ instructional needs and reading levels.

## **Learning Task 1: Evaluating Texts for CCSS**

**Read the information below which summarizes the characteristics of low, medium, and high-complexity text.**

### **Low-Complexity Text**

- Single level of meaning
- Clearly stated purpose
- Simple, direct, conventional structure that makes the information more cohesive
- Literal language
- Experiences, events, and/or information is common or “everyday” to the reader

### **Medium-Complexity Text**

- More than one level of meaning
- Inferred or implied purpose
- Mostly conventional structure that is more explicit than implicit
- Some implied and/or inferred meanings and figurative language
- Some experiences, events, and/or information is uncommon or unfamiliar to the reader

### **High-Complexity Text**

- Multiple levels of meaning
- Unstated and/or obscure purpose
- Unconventional or discipline-specific structure
- Figurative, ironic, and/or specialized vocabulary
- Experiences, events, and/or information is complex, sophisticated, or highly unfamiliar to the reader



# What makes this excerpt complex?

Use the characteristics from the chart and cite evidence from the text to support your answer.



# Instructional Implications

What instructional implications do you note from discussing Shifts 1 and 2?

# Shift 3

## Academic Vocabulary

- Students constantly build the vocabulary they need to be able to access grade-level complex texts.
- By focusing strategically on comprehension of pertinent and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) teachers constantly build students’ ability to access more complex texts across the content areas (Appendix A, pp.33-36).

# Shift 4

## Responding to Text

- Responses require more analysis and direct evidence from the text for support
- Students have rich and rigorous conversations which are dependent on students reading a central text
- Read text and respond in writing (similar to PACT and HSAP)

Teachers ensure classroom experiences stay deeply connected to the text and that students develop habits for making evidentiary arguments based on the text, both in conversation as well in writing, to assess their comprehension of a text.

# Shift 5

## **Increase Writing from Sources**

- Writing instruction emphasizes use of evidence to inform or to make an argument
- Provide more short “focused” research projects to give students practice in the actual research PROCESS.

## **Writing in CCSS is about “thinking” and expressing**

- constructed responses  
( PACT and HSAP )
- extended responses

## **Parallels NAEP**

Argumentation  
Explain/Inform  
Narrative

Students K-12 develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they listen to and read

(Appendix A, pp. 24-26; student samples, Appendix C).

# Shift 6

## Literacy Instruction in all Content Areas

- Content area teachers emphasize reading and writing in their planning and instruction for teaching the content.
- Students learn through reading domain-specific texts in history/social studies, science, and technical subjects and by writing informative/explanatory and argumentative pieces (CCSS Introduction, p.3 *and* Literacy in History/Social Studies, Science, and Technical Subjects (6-12) ).



What kinds of things can you do  
as instructional leaders to help  
students reach success with  
CCSS?



# Challenges

## **Reading**

- Shifting balance of literature and informational texts
- Intentional curricular content integration
- Increased text complexity

## **Writing**

- Increased emphasis on argument and informative/explanatory writing
- Writing includes textual references and citations

## **Speaking and Listening**

- Inclusion of formal and informal talk, listening skills

## **Language**

- Stress on general academic and domain-specific vocabulary
- Increased grammar emphasis



# Next Steps

- Professional Development Series
- Summer Institutes
- Collaboration with Districts



# Contact Information

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# **SCDE Support**

## **Professional Development Delivery Model and Resources**

# Timeline for the Implementation CCSS in SC

2010-11	Planning, Awareness, and Alignment
2011-12	Transition and Professional Development
2012-13	Transition and Professional Development
2013-14	Implementation (Bridge Year)
2014-15	Full Implementation

# Transition and Professional Development

- Phases of Support

Phase 1: Preparation

Phase 2: Exploration

Phase 3: Infusion and Integration

Phase 4: Progress Monitoring and Evaluation

# Professional Development Support for CCSS

## Phase 1: Preparation

- District Implementation Teams (DIT)
- Video Series
- Transition Plans
- Needs Assessment and Data Review Process

# Professional Development Support for CCSS

## Phase 2: Exploration

- Outreach to Stakeholders
  - EOC
  - Charter Schools Conference
  - Content Coordinators
- Support for Target Populations
  - Gifted and Talented      -Virtual Teachers
  - ELL      -Adult Ed
  - Special Education
  - Administrators
  - IHE

- Customized PD support to build internal capacity for implementation
  - DITs
  - Spring Seminar Series
  - Virtual Offerings
  - Summer Institutes
- CCSS resources
  - CCSS Support Site
  - Parent Pamphlet

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### Additional Resources

[South Carolina Virtual School Program](#)

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[State Fiscal Stabilization Fund Program Application for Phase II](#)

[Common Core State Standards](#)



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## Common Core State Standards

The Common Core State Standards (CCSS) for English Language Arts and for Mathematics were adopted by South Carolina as its standards in English Language Arts and Mathematics in July of 2010. The standards will be fully implemented in school year 2014-15 as outlined in the following table:

### *School Year Implementation Plan*

- 2011-12 Transition Year
- 2012-13 Transition Year
- 2013-14 Bridge Year (CCSS will be used for instructional purposes during this school year.)
- 2014-15 Full Implementation

To support and enhance professional learning in the Common Core State Standards, resources are available below and on the [CCSS Support Site](#).

### Common Core State Standards for ELA

- [ELA Standards](#) (1560Kb PDF)
- [Appendix A](#) (881Kb PDF)
- [Appendix B](#) (1566Kb PDF)
- [Appendix C](#)

### Common Core State Standards for Math

- [Math Standards](#) (1209Kb PDF)
- [Appendix A](#) (1779Kb PDF)
- [Support Resources](#)

### Professional Learning Opportunities

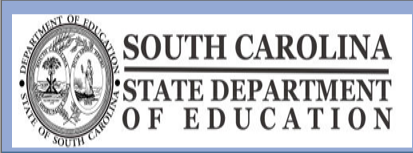
- [CCSS Professional Development Series January - May 2012](#) (67KB PDF)
- [CCSS and Social Studies Sessions](#) (264KB PDF)
- [Memorandum February CCSS Session](#) (107KB PDF)
- [Memorandum March CCSS Session](#) (101KB PDF)
- [Memorandum CCSS and Social Studies Sessions](#) (83KB PDF)

### Contact Information

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Common Core Menu

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NEW Resources

**Gifted and Talented**  
Click Here

**ESOL/ELL**  
Click Here

Documents (also see "Resources" page)

- K-12 ELA "Placemats" (one page (11x17) for each grade)
- K-8 Math "Placemats" (one page for each grade)
- FREE Primary Source Documents
- Crosswalks - Coming Soon!

Upcoming Webinars

ICLE: Understanding Text Complexity - April 9 @ 4:00 pm EST

The Principal's Role in Implementing CCSS at the Secondary Level - April 12 @ 1:00 pm EST

Preparing for the Common Core - April 13 @ 2:30 pm EST

Websites

Achieve the Core

Center on Instruction: Implementing the CCSS in Mathematics

Quick Guide to Understand the CCSS Documents

more resources here...



Common Core  
State Standards  
South Carolina

Support Site

Office of Teacher  
Effectiveness

Erica Bissell, Director

The resources listed on this page are not endorsed by the South Carolina Department of Education.

Upcoming Events

Date	Time	Subject	Region	Venue	Grade Band	Streaming
4/24/12	9:30-3:30	ELA	Midlands	Lexington Technology Center	3-5	X
4/25/12	9:30-3:30	ELA	Florence	SIMT	3-5	
4/26/12	9:30-3:30	ELA	Midlands	Saluda Shoals	6-12	X
4/30/12	9:30-3:30	Math	Midlands	Saluda Shoals	K-8	X
5/1/12	9:30-3:30	Math	Midlands	Farmers Market	9-12	X

Live Streaming Event

Common Core Sessions



Click the image to  
join our live meeting

Blogs

Blogs

FAQ

FAQs

Questions?

Email us at [scedeote@gmail.com](mailto:scedeote@gmail.com)



## 2011-12

Click on the month to view archived events.

**February**

**March**

**April**

**May**

Live Streaming  
May 16

**Informational Text**  
**Grades 3-5**  
**CCSS: The Use of High-quality Literature and Informational Text in a Range of Genres and Subgenres**  
 February 21, 2012

Agenda	PPT	Video Recordings	Resources
Welcome, Outcomes, Balance of Text	CCSS Informational Text 3-5	<a href="#">ELA 3-5 Informational Text Video Recordings</a>  To view videos, please log in to StreamlineSC. If you do not have a StreamlineSC account, please click <a href="#">here</a> .	<a href="#">Reading and Analyzing Nonfiction Chart</a> <a href="#">CCSS Reading Info Text K-5</a> <a href="#">SC ELA Standards: Using and Understanding Informational Texts</a> <a href="#">Effective Practices Chart</a> <a href="#">The Making of a Scientist Article</a> <a href="#">The Making of a Scientist Questions</a> <a href="#">The Making of a Scientist Unit</a> <a href="#">Professional Resources</a> <a href="#">Example Texts for Organizational Structure</a>
Assessment Implications			<a href="#">2011 Reading Items - NAEP Booklet</a> <a href="#">NAEP Item Resource</a> <a href="#">NAEP Question Tool</a>
Instructional Implications for Content Areas			<a href="#">SS Archive Letters</a> <a href="#">SS Standards and Literacy Skills</a>
Resources, Closing			<a href="#">Common Core State Standards</a> <a href="#">Common Core Support Site</a>

# Professional Development Support for CCSS

## Phase 3: Infusion and Integration

- Summer Institutes
  - Content and Planning
  - K-2 Focus
  - Lesson Development
  - Formative Assessment
  - Gap Analysis
- 2012-13 School Year
  - Tiered Approach
  - Based on Transition Plan
  - High School Course Guidance

# Professional Development Support for CCSS

## **Phase 4: Progress Monitoring and Evaluation**

- Assessment of Implication Practices
- Refinement of PD Delivery Services
- Data Analysis: Determine Additional PD Needs

# Other Resources

- <http://engageny.org>
  - Principals: Getting Started with the CCSS
  - [What Student, Teacher, Principal Does](#)
- ASCD “Get to the Core” Webinar Series
  - The Principal's Role in Bringing the CCSS to Routine Use: Essential Levers for Change, May 16 @ 3 p.m.
- [www.smarterbalanced.org](http://www.smarterbalanced.org)
  - K-12 Education
  - Stay Connected



**What Can You Do Now?**

- Study the ELA and math standards documents, including the appendices
- Develop an understanding of what students should know and be able to do with CCSS.
- Analyze how the CCSS will affect each content area; don't neglect subjects other than English language arts and mathematics
- Focus on the instructional shifts
- Establish a professional development plan (district)
- Explore the assessment types introduced by the assessment consortium



# Contact Information

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